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ABSTRACT

Parental involvement is critical to a child's success in school. This handbook provides parents with information about the Grade 1 curriculum in Alberta, Canada. Based on the Alberta Education "Program of Studies: Elementary Schools," the handbook describes the knowledge, skills, and attitudes students in Alberta are expected to demonstrate when they have completed the Grade 1 curriculum, including samples of what students are expected to learn in each subject. Following introductory material, sections include: (1) "What Is Curriculum?"; (2) "Language Arts"; (3) "Mathematics"; (4) "Science"; (5) "Social Studies"; (6) "Physical Education"; (7) "Health"; (8) "Fine Arts"; and (9) "Languages Other Than English." The handbook concludes with a one-page questionnaire asking for feedback on the handbook. (LPP)

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Curriculum Handbook *for* Parents

1997–1998

GRADE ONE

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Curriculum Handbook *for* **Parents**

1997–1998

GRADE 1

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Message from the
Minister of Education

While students are at the centre of the education system, you, as parents are a vital partner. Your involvement in your child's education is critical to his or her success. To be the pathfinder, to help your child, you need to know what s/he is learning and when.

The *Curriculum Handbook for Parents* series is your guide to each stage of learning. It is a clear outline of what we expect our students to learn at each stage of their education. When you know what is expected at school, you can provide the home support students need. By reading about what your student is learning at school and discussing it at home, you do more than learn what is happening at school. You show your child that you value education.

This is the second edition of the handbook series. It reflects suggestions of parents, teachers and other education partners. I would like to thank those people whose comments helped us improve this edition.

I also would like to thank the eight school boards who worked on the development of the original handbooks – Edmonton Public, Edmonton Separate, Elk Island, Sturgeon, St. Albert Protestant, Greater St. Albert Catholic, Sherwood Park Separate and Black Gold.

Gary G. Mar, Q.C.
Minister of Education
M.L.A., Calgary Nose Creek

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Introduction to the Grade 1 Handbook

This handbook provides parents with information about the Grade 1 curriculum—the knowledge, skills and attitudes students in Alberta are expected to demonstrate when they have completed the Grade 1 curriculum. It is based on the Alberta Education *Program of Studies: Elementary Schools*. The handbook includes samples of what students are expected to learn in each subject. The complete curriculum for Grade 1 is available in all Alberta elementary schools.

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Introduction

TO THE ELEMENTARY SCHOOL CURRICULUM

Alberta Education specifies what all students in Grade 1 to Grade 6 are expected to learn and be able to do. The curriculum is organized into separate subjects or course areas and is designed to enable teachers to make connections across subjects, and to develop programming that accommodates a range of student needs. We expect that teaching methods and schedules will vary from school to school and from class to class to meet the diverse learning needs of students.

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What Is Curriculum?

Curriculum describes what students are expected to learn. In Alberta, curriculum is developed by Alberta Education and is described in documents called programs of study for elementary, junior high and senior high schools.

The curriculum specifies what all students in the province are expected to learn in each subject area at each grade level. It is developed by Alberta Education in consultation with teachers, administrators, parents, representatives from post-secondary institutions, and professional and community groups.

Teachers are responsible for using the curriculum to plan their teaching activities and set appropriate levels of challenge according to students' learning needs and abilities. Teachers regularly assess student progress and report to parents, students and school administrators.

As well as being assessed by their teachers, students write provincial achievement tests in grades 3, 6 and 9. Grade 3 students write achievement tests in language arts and mathematics. Grades 6 and 9 students write achievement tests in language arts, social studies, mathematics and science. The results of these achievement tests are provided to school boards and schools. Parents may ask for their child's test results at their local school.

Information about provincial achievement testing in grades 3, 6 and 9 is provided in an Alberta Education publication called, *Parent Guide to Provincial Achievement Testing*. Individual guides for Grade 3 and for Grade 6 are available in elementary schools. The Grade 9 guide is available in junior high schools. The publications also may be obtained from Alberta Education's Student Evaluation Branch by calling 403–427–0010 or, outside of Edmonton, dial 310–0000 to be connected toll free.

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Language Arts

Throughout elementary school, students are expected to use language to learn, and learn to use language. Language is an integral part of learning, and takes place in and across all subject areas. Student performance in all subject areas is influenced by competency in language arts.

As students move from grade to grade, they use the language skills they have already learned through reading, writing, listening, speaking and viewing to increase their knowledge and skills of language. Opportunities are provided for students to use those skills in a new context and with more challenging learning materials. In language arts, students will demonstrate increasing confidence and improve their abilities to use language to explore, construct and communicate meaning.

By the end of Grade 1, students are expected to:

- use phonics to predict and identify words and phrases in their reading and listening
- use their knowledge of structures and patterns of oral and written language
- identify or share favourite books, stories or poems
- ask questions when they do not understand what they are discussing or reading
- listen for enjoyment and information
- help to develop questions to guide their reading or discussion
- distinguish between different types of picture books, stories, fairy tales and rhymes
- recognize that stories have openings, events and conclusions
- predict what might happen next in a story and possible results or outcomes
- use their knowledge of the content of stories and other texts
- recognize that illustrations can tell or predict a story
- recall the events in a story
- identify the main character(s) of a story
- retell what a book or story is about
- use experiences with titles, headings and authors to assist them as readers
- use pictures, illustrations, maps, charts, posters and graphs to make sense of their reading
- experiment with pictures, diagrams, symbols, letters, words or phrases as a means of representing their ideas or experiences
- form mental pictures in response to a listening, reading or writing experience
- know the difference between real and make-believe
- respond to humour
- tell or write about a particular topic

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- recognize when what has been read or listened to does not make sense
- express opinions about what they have heard or read
- contribute ideas and opinions to a discussion
- share personal responses and interpretations of what they hear or read
- enjoy and appreciate language
- organize and express ideas in writing
- use body language or facial expression to communicate ideas
- retell a personal experience
- explain how to do things
- ask for information and directions
- share topics of personal interest
- tell or compose stories, using form and sequence (opening, events, conclusion)
- question or respond to ideas presented by others.

Mathematics

Mathematics is a common human activity, increasing in importance in a rapidly advancing, technological society. A greater proficiency in using mathematics increases the opportunities available to individuals. Students need to become mathematically literate in order to explore problem-solving situations.

At all levels, students benefit from working with appropriate materials, tools and contexts when constructing personal meaning about new mathematical ideas.

The main goals of mathematics education are to prepare students to:

- use mathematics confidently to solve problems
- communicate and reason mathematically
- appreciate and value mathematics
- commit themselves to lifelong learning
- become mathematically literate adults, using mathematics to contribute to society.

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As students acquire the specified outcomes, they will also be expected to use the following seven mathematical processes:

Communication
Connections
Estimation and Mental Mathematics
Problem Solving
Reasoning
Technology
Visualization.

The mathematics content is organized into four strands:

Number
Patterns and Relations
Shape and Space
Statistics and Probability.

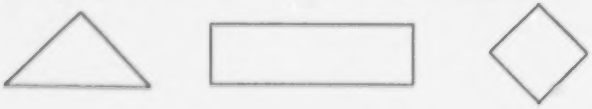
Number

By the end of Grade 1, students will:

- Recognize and apply whole numbers from 0 to 100, and explore halves, in familiar settings.

Sample Student Tasks

- Here is a large set of objects to count.
  How many objects do you think there are?
  Count them.
  Count by 2s to make a set of 28.
  Count by 5s to build a set of 25.
  I've counted out 37 chips already. Finish the counting of a set of 50 for me.
  Order and compare the three piles of objects from least to greatest.
- Cut out these shapes. Show me how to find one half. Colour one of the halves of each shape.



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- Apply informal methods of addition and subtraction on whole numbers where the maximum sum is 18.

Sample Student Tasks

- Follow the directions given. Draw simple pictures to show what you did.
  Show 6 things. Add 3 more.
  How many in all? _____
  Show 8 things. Take away 5.
  How many are left? _____

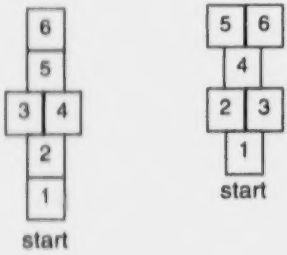
Patterns and Relations

By the end of Grade 1, students will:

- Identify, create and compare patterns arising from daily experiences in the classroom.

Sample Student Tasks

- Here are two hopscotch patterns that have been taped out in your classroom.
  Compare the patterns.
  Hop out the pattern (one foot down, two feet down).
  Show the pattern, using snaps and claps.
  What square(s) would come next in each pattern?
  Make up your own hopscotch pattern.



- What patterns have you seen on your way to school?
  . . . heard in our song about spring?
  . . . seen on your clothes?
  . . . seen on the floor in the school?

Shape and Space

By the end of Grade 1, students will:

- Estimate, measure and compare, using whole numbers and nonstandard units of measure.

Sample Student Tasks

- Would it be better to use paper clips or chalkboard erasers to measure the length of a table top? Why? What about the length of a book? Why?

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- How many hand claps do you think it will take for you to complete:
  the tying of a bow in your shoelace?
  running around the gym?
  Check your estimates.
  Did you need more or fewer hand claps?

- Given a coin collection:
  Sort the coins according to their value.
  Name the types of coins found in each set. Tell me the value of each type of coin.
  Show how many pennies equal one dime or one nickel.
  I want to pay for a 10¢ toy. Show me on this chart three different ways to do it.

Dimes	Nickels	Pennies

◆ Explore and classify 3-dimensional objects and 2-dimensional shapes, according to their properties.

Sample Student Tasks

- Look at this solid.
  Describe it.
  Use molding clay to build a copy of the solid.

◆ Describe, orally, the relative position of 3-dimensional objects and 2-dimensional shapes.

Sample Student Tasks

- I spy an object with a circular face. It is near the back of the room. What can it be?

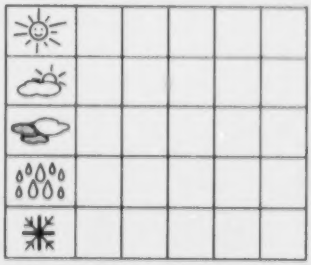
Statistics and Probability

By the end of Grade 1, students will:

◆ Collect, organize and describe, with guidance, data based on first-hand information.

Sample Student Tasks

- Keep track of the weather each morning by completing the chart.



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◆ Describe concepts of chance and chance events, using ordinary vocabulary.

Sample Student Tasks

- Choose the card that belongs with these sentences. Explain your choice.
  I close my eyes when I go to sleep.
  I close my eyes when I play outside.
  The sun will set in the evening.
  There will be hot dogs for lunch.

Never	Sometimes	Always

Science

Learning about science helps students to understand and interpret the world around them. The purpose of the program is to encourage and stimulate children's learning by nurturing their sense of wonderment, by developing skill and confidence in investigating their surroundings, and by building a foundation of experience and understanding upon which later learning can be based.

In elementary science, students develop their skills of inquiry and problem solving. In science inquiry, the focus is on asking questions, exploring materials and finding answers based on evidence. In problem solving, the focus is on practical tasks—finding ways of making and doing things to meet a specific need, using available materials.

By the end of Grade 1, students are expected to:

- describe materials and objects that have been observed and manipulated, and identify what was done and found out
- construct, with guidance, an object that achieves a given purpose, using materials that are provided.

The science program also plays a role in the development of student attitudes. At all levels of the elementary science program, students are expected to demonstrate positive attitudes toward the study of science and the application of science in responsible ways.

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Five topics are identified for Grade 1.

Creating Colour

Students explore coloured materials, learning about different colours, how they are created, what happens when they are mixed and how they can be transferred from one material to another. Students learn to distinguish and describe colours and work with a variety of materials to create, modify and apply colours. In the process, students learn that different materials have particular properties and that the properties and interactions of materials have to be taken into account when they are used for a specific purpose.

By the end of Grade 1, students are expected to:

- identify and evaluate methods for creating colour and for applying colours to different materials.

Seasonal Changes

Students learn that changes in their environment occur in a regular pattern known as the seasons. They explore weather change, and how the ups and downs of weather affect their own lives. Looking beyond themselves and beyond the immediate weather, students are guided to discover that there are larger patterns of change that affect the life habits of many living things. The interactions among different parts of the environment, and the recurrence of change as part of a cycle, are important science ideas that are introduced in this topic.

By the end of Grade 1, students are expected to:

- describe seasonal changes, and interpret the effects of seasonal changes on living things.

Building Things

Students learn about materials by using them to construct a variety of objects, including model buildings, toys, boats and vehicles. Students select materials to use and gain experience as they cut and shape, fold, pile materials on top of one another, join parts, and try different techniques to achieve the result that they intend. In the process, they learn to look at objects that are similar to what they are trying to construct and, with guidance, begin to recognize the component parts that make up the whole.

By the end of Grade 1, students are expected to:

- construct objects and models of objects, using a variety of different materials
- compare components in their own constructed objects or models with those of others.

Senses

Students develop an awareness of their own senses and how they are used. They learn that each of their senses provides information about particular aspects of our environment; and that, together, the senses enable us to know things and do things that we would not otherwise be able to do, or at least not as easily. Students learn about the function of their senses, how they are cared for, how they could be damaged and how one's own ability to sense things may differ from those of other people and other living things. Through this topic, students learn to sharpen the use of their senses and describe as accurately as possible the information that their senses provide.

By the end of Grade 1, students are expected to:

- use the senses to make general and specific observations, and communicate observations orally and by producing captioned pictures
- describe the role of the human senses and the senses of other living things, in enabling perception and action.

Needs of Animals and Plants

Students learn about living things and what they need to live and grow. By studying a variety of living things, students become familiar with similarities and differences and develop skills for describing and classifying what they see. As the topic progresses, attention is focused on how living things survive, what they need and how their needs are met. Through the topic, students become aware that groups of living things have some common needs and that different animals and plants meet those needs in different ways. Students also learn about their own responsibility in caring for living things.

By the end of Grade 1, students are expected to:

- describe some common living things, and identify needs of those living things.

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Social Studies

In social studies, students develop the knowledge, skills and positive attitudes they need to be responsible citizens and contributing members of society. Students learn to acquire and evaluate information and ideas. They learn to interact with others and develop understanding and respect for people in their school, their family and their community. The focus of the Grade 1 social studies program is on students as participating members of their school and of their family. As well, students learn about Canada as a multicultural society.

Three topics are identified for Grade 1.

My School

Students learn about being participating members of the classroom and school. Roles and responsibilities of the student and other individuals within a school and their relationships should be examined in this study. The intent of the unit is to help students recognize that they are an integral part of their school and that their contributions are important.

By the end of Grade 1, students are expected to:

- understand that the school, and each room in the school, has a purpose
- understand that each member in the school has special responsibilities
- understand that the school has rules
- understand that people in the school cooperate with each other
- understand that respect for people in the school is important
- acquire information about people through viewing and listening
- use simple maps to locate specific areas within the school and the school within the community
- predict distances
- generate rules needed in the classroom
- take turns in discussions willingly
- express ideas orally and with pictures
- develop pride in the school
- develop respect for others in school.

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My Family

Students learn about the roles and responsibilities of family members. The major focus of this unit is the importance of cooperation and shared responsibilities. The intent of the study is to help students recognize that they are an integral part of their family unit and that their contributions are important. The students will also recognize the importance of the contributions made by other family members.

By the end of Grade 1, students are expected to:

- develop acceptance of a variety of family structures, including one's own family
- understand that family members have different responsibilities
- understand that the responsibilities of family members may change
- understand that family members solve problems in different ways
- categorize pictures, facts or events related to the family as similar, different, related or unrelated
- compare and draw conclusions about different types of families
- role play the dilemma others may face while handling family responsibilities
- participate cooperatively in group work.

Other Canadian Families

Students are introduced to Canada as a multicultural society. The common elements of family life will be explored as well as the traditions of families. The families studied should be chosen according to the interests and backgrounds of the students. Traditions of Canadian families should be examined by focusing on several of the following: language, food, clothing, special days, celebrations, music, crafts and recreation. The intent of the study is to help students recognize the similarities and uniqueness of Canadian families, and to help them view the similarities and the differences as positive aspects of a multicultural society.

By the end of Grade 1, students are expected to:

- understand that families keep traditions that have been passed down from their parents and grandparents
- understand that Canada is made up of families who have common traditions and traditions special to themselves
- understand that respect for traditions held by Canadian families is important
- gather information by surveying family members
- make a chart to compare traditions of Canadian families
- recognize the globe as a model of the earth
- identify and locate their community on a map
- draw conclusions about traditions held by Canadian families
- plan and carry out an action aimed at sharing a family tradition with others.

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French Immersion

Students learning in a language that is not their first language requires that they spend time on second language development before moving into learning content. In order to accommodate this extra time requirement, the content of the social studies French immersion program has been reduced. Grade 1 students study two topics rather than three—*My School* and *My Family*. The immersion program includes the same process skills as the English language program—locating, organizing, interpreting, analyzing, synthesizing and evaluating information; and mapping skills. With the exception of "customs," the program also includes the same concepts—school, responsibilities, rules, cooperation, respect, family and change.

Physical Education

Physical education programs foster active, healthy lifestyles that enable students to recognize the importance of accepting responsibility for their physical, social and emotional well-being. Students in a well-balanced physical education program are provided with learning opportunities in seven dimensions of activity: physical fitness, games, gymnastics, dance, outdoor pursuits, aquatics, and track and field. The expectations for physical education are generally the same for students in grades 1, 2 and 3. Students are expected to demonstrate increased levels of performance over the three years.

Physical Fitness

Students are expected to:

- understand that physical fitness is essential to life
- understand safety principles as they apply to physical fitness activities
- experience success and enjoyment through participation in physical fitness activities.

Games

Students are expected to:

- move into spaces to avoid others
- understand the difference between offence and defence
- cooperate in partner and small group situations.

Gymnastics

Students are expected to:

- know the proper care and handling of equipment
- understand safety principles as they apply to gymnastic activity
- appreciate the performance of self and others.

Dance

Students are expected to:

- participate in a variety of rhythmic dance forms
- understand personal space and general space
- appreciate the aesthetics of dance.

Outdoor Pursuits

Students are expected to:

- apply and extend basic movement skills in outdoor pursuits
- understand applications of orienteering skills, such as learning directions
- enjoy participation in outdoor games that require minimal organization.

Aquatics

Students are expected to:

- improve physical fitness through vigorous aquatic activities
- understand safety principles as they apply to activities in, on or near water.

At least one exposure to a swimming and water safety program is required during the elementary years.

Track and Field

Students are expected to:

- throw small objects for distance
- understand the basic techniques applied to running, jumping and throwing events
- demonstrate responsibility and cooperation through involvement in the track and field program.

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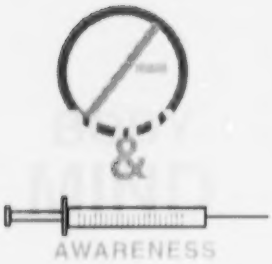
Health



Health education fosters the growth of knowledge, skills, attitudes and lifelong behaviours that will enable the student to assume responsibility for healthful living and personal well-being. The curriculum is organized around themes: self-awareness and acceptance, relating to others, life careers, and body knowledge and care.

The child abuse prevention unit is an optional part of the health program. If this unit is offered in the school, parents decide if their child will participate.

Self-awareness and Acceptance

Students learn to consider and appreciate their self-worth and the self-worth of others. They learn about human emotions and positive ways of expressing them. They also learn about personal characteristics and how their personal actions and decisions influence their relationships with others.

By the end of Grade 1, students are expected to:

- learn that all people have many kinds of feelings
- recognize the need of others for privacy
- learn the benefits of sharing.

Relating to Others

Students learn to appreciate the qualities of others. They learn how to develop and maintain healthful relationships, and they understand the importance of healthful relationships with others at school.

By the end of Grade 1, students are expected to:

- recognize that the rights and property of others need to be respected
- develop a special awareness and concern for classmates.

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Life Careers

Students learn to recognize their abilities and the abilities of others, and to understand the importance of work, occupations associated with work, and activities that help them prepare for work.

By the end of Grade 1, students are expected to:

- recognize personal interests and how they resemble or differ from others
- recognize that a number of occupations are necessary to maintain homes, schools and communities.

Body Knowledge and Care

Students understand the structure, function and development of the body, and appreciate the importance of good nutrition to good health. As well, students appreciate factors that contribute to healthful growth, understand how sickness and disease can be prevented, understand safety practices, and appreciate threats and aids to personal health and safety in their community.

By the end of Grade 1, students are expected to:

- understand the functions of teeth, gums, saliva, tongue and lips
- classify food into food groups
- understand the importance of good posture
- identify hazardous product symbols
- identify and describe community personnel and agencies for safety.

Child Abuse Prevention (Optional)

School board approval is required for the offering of this unit.

By the end of Grade 1, students are expected to:

- identify people who could help in abuse situations.

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Fine Arts

Art

In the art program, students are expected to learn visual arts skills and concepts to interpret and communicate with visual symbols, to appreciate the cultural aspects of art, and to relate art to everyday life. The art curriculum has four major components:

reflection – responding to visual forms in nature and designed objects

depiction – developing imagery based on observations of the visual world

composition – organizing images and their qualities in the creation of works of art

expression – using art materials to make a meaningful statement.

Students are expected to:

- notice that objects have common features
- assess the use or function of objects
- develop decorative styles
- represent surface qualities of objects and forms
- add finishing touches to their creations
- decorate items they create
- use media and techniques with an emphasis on exploring and applying methods in drawing, painting, print making, sculpture, fabric arts, photography and computer graphics.

Drama

Drama is an optional program designed to be used as a separate subject or integrated with other subjects. In the drama program, students are expected to develop a positive self-concept by assuming other roles and acquiring dramatic skills. Eleven forms of dramatic expression are common components of an elementary drama program. The dramatic forms of expression include dramatic movement, mime, choral speech, storytelling, dramatization, puppetry, choric drama, readers' theatre, story theatre, playmaking and group drama.

Students are expected to:

- develop flexible, free and controlled movement
- learn to express themselves physically and imaginatively through movement and gesture

- recognize and reproduce the sounds of standard speech
- learn about pitch, pace, pause, rate, intensity and volume
- accept role playing as a positive learning experience
- apply dramatization skills to puppetry by creating a character for a puppet
- speak with energy
- speak with an appreciation of the voice as an instrument
- develop appreciation for enjoyment of literature
- develop the ability to originate a dramatic story
- cooperatively build a drama to solve problems.

Music

In the music program, students are expected to develop an enjoyment of music, an understanding of a variety of music styles and an insight into music through meaningful musical activities, such as attending a concert or playing a musical instrument. The music program is developed around the concepts of rhythm, melody, harmony, form and expression. These concepts are learned through participating in six skill areas: listening, moving, singing, playing instruments, reading and writing, and creating.

By the end of Grade 1, students are expected to:

- distinguish environmental sounds (school, home, weather, animals, machines)
- be an attentive member of the audience
- follow a story told by music
- mime animals, machines and other sounds
- perform simple action songs and singing games
- respond to beat through action and simple body percussion, such as clapping
- respond to tone matching and echo games
- experience singing alone and in a group
- sing accurately in unison
- play a steady beat, using rhythm instruments
- echo rhythm patterns
- play rhythm instruments
- echo, clap and chant written rhythm patterns
- respond to simple instrumental scores on large charts
- build "so-mi-la" patterns on a simple staff
- use suitable sound effects for poems and songs
- use instruments to create high–low, loud–soft, slow–fast, short–long, up and down sounds
- create singing "conversation" (tone matching).

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Languages Other Than English

French as a Second Language

In Alberta, French as a Second Language (FSL) is a program in which the French language is taught as a subject, often between 20 and 40 minutes a day, to help students develop communication skills, language knowledge and cultural awareness in French.

Depending upon a school board's language policy, French as a Second Language in elementary schools may be offered as an optional program or it may be a compulsory program. School boards may begin the program at different grade levels, since the program is based on developing language proficiency over a grade or grades without being grade specific. Many schools start the elementary program in Grade 4.

The program is designed to teach students how to understand what they hear and read in French, and to communicate their ideas orally and in written form, using an approach that is based on real-life experiences and situations. Students will also acquire knowledge about local, provincial and national francophone groups to become more aware of their presence and to better understand them. Students learn the French language vocabulary and grammar through thematic activities and projects that are related to real-life language experiences. At the same time, students are taught specific language learning strategies that will help them become better second language learners.

The program is organized into three language proficiency levels—Beginning, Intermediate and Advanced. Each of these proficiency levels is then further divided into three sublevels. In elementary schools, students start at the Beginning Level and progress through the Beginning 1, Beginning 2 and Beginning 3 sublevels. It could take students one or more school years to reach a particular language proficiency level, depending upon when the students start the program and how much time is given to French instruction in the school.

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The language content is based upon the concrete experiences of elementary students. These experiences provide a real-life context for understanding ideas in French and for communicating similar ideas. Each level has its own set of experiences that fall into the following areas:

Beginning 1

- School
- People Around Us
- Weather
- Animals
- Holidays and Celebrations

Beginning 2

- Community
- Clothing
- Exercise
- Food
- Housing

Beginning 3

- Activities
- Vacations
- Fine Arts
- Trades and Professions
- Hygiene and Safety

As students work through these experiences, they develop their ability to understand and communicate in French. At the end of each level, the students must demonstrate the following knowledge and skills:

Beginning 1

The ability to understand simple ideas contained in listening texts, such as the temperature in a weather forecast.

The ability to talk about concrete ideas, using simple sentences to identify, list or describe people, places or things, and to ask simple questions. For example, students could talk about their family by naming the members of the family, giving their ages and birthdays.

Beginning 2

The ability to understand simple ideas contained in listening texts, such as understanding directions to the corner store, and to understand simple reading texts, such as understanding the main food items on a menu.

The ability to talk and write about concrete ideas, using simple sentences to identify, list or describe people, places or things, and to ask simple questions. For example, students could provide their address, telephone number and order pizza over the telephone. They could also write a simple note to describe their house to a pen pal.

Beginning 3

The ability to understand simple ideas contained in listening texts, such as a recorded message of flight departure times, and to understand simple reading texts, such as the safety rules on a safety week poster.

The ability to talk and write about concrete ideas, using a number of simple sentences to identify, list or describe people, places or things, ask simple questions, give information and simple advice. For example, students could telephone a travel agency to ask for prices for different travel destinations. They could also write a simple announcement for the school's Night of Music concert to promote it in the community.

Once students have attained a Beginning Level 3 language proficiency, they then move into the next proficiency level, which is Intermediate Level 4.

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French Immersion

French immersion is a program in which French is the language of instruction for a significant part of the school day. This program is designed for students whose first language is not French. Several subjects, or possibly all of them when students are in grades 1 and 2, are taught in French. The curriculum is identical to that offered in the regular English program. The major difference is that it is taught in French.

In addition to learning what is identified for courses such as mathematics, science and health, French immersion students also want to acquire full mastery of the English language, functional fluency in French as well as an understanding and appreciation of the French culture. Graduates of a French immersion program are able and willing to participate with confidence and competence in French conversations on a variety of topics. Should they so wish, they are able to take further education as appropriate to their abilities and interests with French as the language of instruction. Finally, they are able to accept employment where French is the language of work.

French immersion students perform well in all subject areas on system-wide and provincial tests. This finding has been replicated many times not only in Alberta but across Canada.

A guide for parents of students in French Immersion, *Yes, You Can Help*, is available for purchase from the Learning Resources Distributing Centre at 403–427–2767 or, outside of Edmonton, dial 310–0000 to be connected toll free.

Native Languages

Blackfoot and Cree language and culture programs are designed to enable students to learn Native languages and to increase awareness of Native cultures.

Students are expected to:

- learn basic communication skills in Blackfoot or Cree
- develop cultural sensitivity and enhance personal development
- develop originality and creativity
- develop a desire to improve their competency in Blackfoot or Cree.

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Ukrainian

The Ukrainian bilingual program is designed for native speakers of Ukrainian and for students who speak other languages and wish to learn Ukrainian.

Students are expected to:

- obtain information from others and from simple reference materials
- present information of personal interest in the classroom
- share personal opinions, ideas and feelings
- respond personally to literature of interest to children
- use literature and other art forms to reflect creatively upon personal experience.

Students are also expected to:

- express thoughts, orally and in writing, using accurate, simple sentences
- use correct word forms and word order to formulate simple messages of personal interest
- recognize and be sensitive to characteristic cultural features
- recognize the elements of the lifestyle of Ukrainians in their immediate environment and experience
- acquire concepts and develop learning strategies in subjects taught in Ukrainian.

Other Languages

Locally developed language courses are available for Arabic, Cantonese, German, Hebrew, Mandarin, Polish and Spanish. Contact your school board office for information about which language programs it offers.

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Feedback

Curriculum Handbook for Parents

Grade 1

We would like to know what you think about this handbook. Are you a:

_____ Parent

_____ Teacher (please indicate level) ____ Division 1, ____ Division 2, ____ Division 3

_____ School Administrator (please indicate level) ____ Division 1, ____ Division 2, ____ Division 3

_____ District Administrator

_____ Other (please specify) _____

1. I found this document:

   _____ extremely useful

   _____ useful

   _____ somewhat useful

   _____ not very useful.

2. What could be done to make this document more useful?

   _____

   _____

3. Other comments and suggestions:

   _____

   _____

   _____

Thank you for your feedback.

Please send your response to:

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